DOCUMENT RESUME

ED 269 396 SP 027 579

AUTHOR Ryan, Charles W.; Butzow, John W.
TITLE Infusing Research into Teacher Education: Ideas for Practice.
PUB DATE Feb 86
NOTE 15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986). Faint print will affect legibility.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Educational Research; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Research Utilization; Seminars; *Student Teacher Supervisors; *Teacher Education Programs; *Teacher Supervision
IDENTIFIERS Indiana University of Pennsylvania

ABSTRACT

A process for infusing clinical supervision research findings into teacher education programs was implemented at Indiana University of Pennsylvania. The major goal of the program was to improve the clinical practice of supervision from both the public school faculty perspective and the university supervisor role. A planned seminar series assisted teachers, administrators, and university faculty in developing clinical supervision skills based on national models. During the initial implementation of the program, 30 teachers, administrators, and university faculty examined issues and problems related to initiating research-based supervisory practices within the university and school settings. Although minimal change occurred in the teacher education and public school participant programs, greater change is expected as the program is better understood and implemented for all participants. (CB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED269396

INFUSING RESEARCH INTO TEACHER EDUCATION: IDEAS FOR PRACTICE

Charles W. Ryan, Ph.D.
Dean, College of Education
Indiana University of Pennsylvania
Indiana, Pa. 15705

John W. Butzow, Ed.D.
Associate Dean, College of Education
Indiana University of Pennsylvania
Indiana, Pa. 15705

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J W Butzow

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP027 579

BEST COPY AVAILABLE

"Infusing Research into Teacher Education: A Model for Practice"

INTRODUCTION

The issues related to effective supervision of pre-service teacher education candidates is complex, but certainly not without citation in the professional literature. A growing and substantial number of teacher educators have argued for the infusion of teacher education research findings into traditional training programs. As noted by Griffin (1984), there are substantial reasons to use research findings in our work with perspective teachers. We should not be surprised that many practicing teacher educators have resisted infusing research results into either their classrooms or clinical supervision practices. Effective clinical supervision is time-consuming and requires extrordinary commitment on the part of collaborating public school faculty and university supervisors. The sheer number of research studies in the last twenty years has also overwhelmed the professoriate and made it difficult for many to sort out which direction to go. As Academic Deans in a rather traditional teacher education program, we were challenged with how best to infuse effective clinical supervision research results into the teacher education program at Indiana University of Pennsylvania (IUP). A variety of models and strategies were considered in our planning with interested faculty commencing in the fall of 1983.

The purpose of this article is to suggest a process for infusing clinical supervision research findings into teacher education training

BEST COPY AVAILABLE

programs. Our major goal was to improve the clinical practice of supervision from both the public school faculty perspective and the university supervisor role. The variety of models available for university supervisors to choose from have ranged from the Ben Harris DeTak Model (1963), Cruickshank's Reflective Teaching Model (1964), Thomas Good's Peer Supervision Model (1983), and, of course, the work of Madeline Hunter. Our preliminary findings indicated that the majority of public schools in this service area had adopted Madeline Hunter as the primary supervision model for improving effective teaching and supervision in the schools. From the university perspective, we were faced with the issue of which model to adopt and how best to introduce this to our faculty in collaboration with the public schools.

THE PROCESS

The basic process adopted at IUP was to expose our faculty through a series of structured seminars over a three-year period. In the fall of 1983, planning commenced for a seminar series that would expose faculty to researched and tested national models of clinical supervision. The major objective of the seminar series was to improve supervisory and instructional development skills among university and public school faculty. Secondly, this seminar series was oriented to help public school teachers and administrators improve their supervisory skills through the use of a variety of supervision models. Also, all participants were expected to present instructional development successions for improving supervision within their school setting to fellow colleagues. It was necessary in the beginning to subtly infuse a

BEST COPY AVAILABLE

variety of models into the seminar series to acquaint faculty in a non-threatening environment to the new research. As Griffin (1984) succinctly stated, "The sheer number of studies that have been undertaken in the past two years" has made it difficult for many teacher educators who are caught up in the complexity of teaching and daily interaction with students, to stay abreast and pay attention to the research results.

Obviously, we were faced with a variety of perplexing questions as we conceptualized a seminar series that would involve both university and public school personnel. Issues related to "turfism", professional competence, expertise, subbordinant/superior role and a host of other subtle factors that have impeded free and open dialogue between both constituents. We were faced with serious questions on how best to involve faculty in a structured seminar series without compromising their intelligence and/or their integrity. The issue of professional competence and the need for continued professional development was a critical issue we had to address. Our process involved planning a seminar series with faculty input and seeking volunteers to participate. The response was greater than expected and a solid nucleus of university and public school participants were involved in the training. More importantly, the seminar series took place in a neutral environment and involved outside national experts for presenting the clinical supervision models. Models that were researched at the national level and had received significant coverage in the professional literature were selected for presentation.

BEST COPY AVAILABLE

Although both the university faculty and public school people were experienced and had spent considerable time in their various roles, there was a basic lack of knowledge regarding theoretical research related to clinical supervision. Preliminary observations indicated that little or no understanding of the research as it relates to clinical supervision was present when we first began. A pre seminar survey indicated that except for isolated workshops in either the school or at professional conferences, there had been no systematic exposure to the research. With relation to this, it is not unusual for university and public school faculty to be overwhelmed by the volume of professional literature available for review. Furthermore, a majority of the teacher effectiveness research for the last twenty years has provided a vivid illustration of what actually goes on in classrooms. Teachers have been observed and pupil outcomes measured and the relationships among certain teaching behaviors illustrated in a variety of simulations.

We contend that collaborative seminars that expose both university and public school personnel to the research and its applications in a structured format is a more powerful tool for introducing change than passive interaction with published research. Preliminary findings have indicated a positive response from all parties involved and some impact on both the teacher education program and professional practice in the schools. The overriding goal was to help both university faculty and public school personnel to understand how research can help them work more effectively with pre-service teacher education candidates. In short, we sought to make them better consumers of the research on effective supervision and teaching through planned exposure.

BEST COPY AVAILABLE

PROCEDURE

This article describes a three-year process to infuse clinical supervision research into teacher education and teaching practice in a state university and selected public schools. The major objective of this program was to improve supervisory and instructional development skills among college faculty and public school personnel. A second objective was to help teachers and administrators improve their supervisory skills through exposure to several national models. Third, all participants were expected to present instructional development sessions within their own school settings to fellow colleagues. Fifteen college supervisors along with fifteen public school teachers and principals were invited to participate in this program. Participants volunteered their time to attend each of the four presentations in the 1983-84 academic year. In addition, the participants had to be willing to share new supervisory techniques with respective colleagues. Approximately three student teacher supervisors and two administrators volunteered their time from each of the three school districts. These teachers and administrators represented both elementary and secondary curriculum areas. Fifteen college teacher educators from elementary and secondary areas represented IUP in piloting this seminar series program. The combined group of 30 teachers and administrators examined issues and problems related to initiating change and supervisory practices within the school setting. Table 1 provides more detailed information on the total number of seminar participants for the three year period.

Insert Table 1 about here

BEST COPY AVAILABLE

The seminar series was designed to consist of four clinical supervision content sessions and out-of-class assignments. The participants were exposed to four supervision models through laboratory exercises directed by nationally recognized experts in clinical supervision. The purpose of this seminar series was to provide an overview of research, concepts and practices of clinical supervision and their application in public/post secondary institutions. The consultants, reading materials and laboratory exercises were specifically selected to assist in implementing clinical supervision from a research base.

THE SEMINARS

The seminar series content was carefully selected in consultation with the national leaders and as a result of an extensive literature review. Analysis of training data indicated that university faculty are more receptive to formal, lecture type presentations by speakers with impecable credentials. As a result, the selected consultants for the seminar series were required to demonstrate application of the theoretical research constructs presented. The material in Table 2 provides examples of their presentations. A fourteen item instrument

---

Insert Table 2 about here

---

entitled "Seminar Evaluation Questionnaire" was administered to all participants at the conclusion of each two day seminar. This questionnaire was designed by project staff to specificallly measure attitudes and knowledge acquired by seminar participants. It consisted

BEST COPY AVAILABLE

of fourteen forced choice questions and open ended items representing instructional objectives covered by the seminar. The attitude items measured project participants' views of clinical supervision. This instrument was developed by ILP and field tested prior to the seminar series. The instrument was administered to all seminar participants and the results are summarized in Figure 1.

Insert Figure 1 here

RESULTS

Changing a teacher education program and process is at best a slow and costly process. We initiated the beginning of our change process with a review of recent research trends which dealt with resolving the issue of what make teachers effective. Figure 1 provides the results of two years of sampling and one year of planning following exposure to the effectiveness issue. Many of the participating teachers and university faculty made a stab at implementing some part of one or more of the models. Most believed that seminars were effective in getting started into school effectiveness but in the end most participants wanted a synthesis model. Efforts to develop a home grown model to synthesize the results failed to materialize so a series of detailed workshops on the Hunter approach were provided. Faculty and school personnel attending the Hunter Program reported being greatly helped by the clear vocabulary it offered. After a refresher version of the Hunter program during year

BEST COPY AVAILABLE

three, a pilot implementation was initiated in the supervisory part of the Junior Block program, during which juniors teach for the last four weeks of the semester. In addition, one faculty member began presenting an experimental Hunter course during the second semester of year three.

The Hunter model's strengths in providing direction at the implementation level should be considered carefully. The Hunter workshops provided guided practice in the classroom for all levels of participants. All acted in the role of teacher and clinical observer. All expressed high comfort levels with the ideas behind the model as well as the procedures for implementation. A high level of implementation was reported from the university faculty in clinical experiences for teachers in training. If anything, the exploratory and development phases of the project produced a strong expectation of rapid change of faculty behavior and teacher education implementation of "Hunter" behavior .

Meanwhile, on campus the process of change gathered adherents. As part of this movement, the Dean approved a task group to present a position paper on the ingredients of a redesigned program. Clinical supervision and Hunter vocabulary emerged high on the list of recommendations, so did a need to add much more cognitive psychology to the knowledge base of our program. The task group reviewed a report on communications skills produced during year two of the project. Strong opinions were offered on the issue that all of the skill levels in the Hunter model are deeply dependent on strong written and oral communication skills.

CONCLUSIONS

In the process of teacher education design at IUP four models of school effectiveness were studied by university faculty and cooperating

BEST COPY AVAILABLE

school districts. The Hunter Model was selected because a locally synthesized model proved too cumbersome to develop and all participants perceived the need to select an approach which solved our "Tower of Babable" problem.

The initial results of implementation included pilot testing during the Junior Block and experimtntal courses. The remaining task will require infusing Hunter vocabulary, cognitive psychology, communications skill building, and clinical supervisory procedures which feature script typing and conferencing into the program. Some entirely new courses will probably emerge such as a freshman "Introduction to Education" course which introduces the Hunter vocabulary as students observe at various levels. The program of teacher education following the change will parallel the program we traditionally had but the actual course content and procedures for clinical supervision will be greatly changed.

* The authors gratefully acknowledge the significant contributions of all the teacher education faculty at IUP. Special notes of thanks are deserved by Dr. Robert Millward, who planned the seminars, Dr. Emily DeCicco, who organized the Hunter Workshops and Junior Block pilot and Dr. John Merryman, who developed the Hunter experimental course.

BEST COPY AVAILABLE

TABLE 1

INDIANA UNIVERSITY OF PENNSYLVANIA
PUBLIC SCHOOL RESEARCH BASED
INSTITUTIONAL SUPERVISION MODEL
PARTICIPANT DEMOGRAPHICS

IUP Participants		Public School Participants	
Professors	13	Kindergarten Teachers	0
Associate Professors	5	Grade 1 Teachers	2
Assistant Professors	4	Grade 2 Teachers	2
Graduate Students	2	Grade 3 Teachers	2
Deans	2	Grade 4 Teachers	2
Directors	1	Grade 5 Teachers	5
Vice Presidents	1	Grade 6 Teachers	2
Assistant Provosts	1	Grade 7 Teachers	1
		Grade 8 Teachers	1
		Grade 9 Teachers	1
		Grade 10 Teachers	5
		Grade 11 Teachers	4
		Grade 12 Teachers	1
		Principals	3
		Reading Supervisors	1
		Superintendents	2
		Special Education Teachers	1
		Music Teachers	1
Academic Disciplines		Public School Disciplines	
Education	13	Elementary	4
Administration	5	Special Education	1
Music	2	Mathematics	1
Home Economics	1	Music	2
Health & Physical Ed.	1	Social Studies	1
Art	1	English	1
Business Education	1	Administration	7
		Supervision	2

BEST COPY AVAILABLE

TABLE 2

CONSULTANTS AND ILLUSTRATIVE EXAMPLES OF THEIR CONTENT PRESENTATIONS

Consultant	Clinical Supervision
Ben Harris University of Texas at Austin Developmental Teacher Evaluation	- Overview of DeTek System - Simulated practice with the Ten-Step Sequence - Diagnostic Analysis Techniques
Robert Cruickshank Ohio State University Reflective Teaching	- Purpose of Reflective Teaching - Role of Instructor; Role of Designated Teacher - Reflective Teaching Lessons - How to Implement Reflective Teaching - Staff Development for Reflective Teaching
Madeline Hunter University of California at Los Angeles (Retired) Mastery Teaching	- Mastery Teaching - Translating Theory into Practice - Clinical Theory of Instruction - Expectations of C.T.I. - Characteristics of an Implemented C.T.I. Program
William C. Jacobson Cedar Rapids School System Clinical Supervision in	- Teacher Development Actions - Supervision in the Public Schools - Clinical Supervision for The School Administrators - The Cedar Rapids Plan for Supervision

NOTE: The work of Dr. Emily DeCicco and Dr. Robert Millward is acknowledged for sustaining faculty interest and participation in the seminar series.

	Year I 1983-4 Development	Year II 1984-5 Demonstration	Year III 1985-6 Demonstration/Implementation
Participant Implementation →	• 33% implemented parts of 4 Models • 80% believed seminars effective • 50% more positive on supervision models • 60% at conclusion wanted one clear model (Group could not synthesize their own model)		Hunter Model → • 12 IUP Faculty • 30 Teachers from 3 Districts • Near 100% implemented
			Task Groups → • Communications Goals
			Course Development → • 22 Summary Students
			Core →
			REDESIGN

TEACHER EFFECTIVENESS
INTO TEACHER EDUCATION
RESULTS

Figure I